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ABSTRACT

The College of Education at the University of Arkansas conducted a study in order to update and upgrade its first education course. It was determined that this course was of vital importance since it was an introduction to the field of professional education for students and the first systematic contact the faculty had with prospective educators. The first step in the study was a survey of the current literature, which revealed tentative directions for the new program. These new directions included preprofessional experiences, concentration on first undergraduate courses, self-concept, and more student involvement in course decisions. The second step was to send a questionnaire to 78 universities, seeking information on the role and function of the first course concerning admissions, course content, department where housed, and innovative techniques utilized to introduce students to the field of education. Responses showed a common concern for examination of teacher education programs and a specific concern for using preprofessional experiences in the first course in selection procedures. Using this informational input, a design model was drawn up to provide overall first course aims and objectives. The first course was taught on an experimental basis for one semester to gain feedback as to process of class work and field experiences. A teaching team made up of professional staff met periodically prior to, during, and after the course to determine how to operate more effectively. (RC)

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ED111759

The Role of the First Education Course In the Selection and Education of Teachers

James Van Patten
University of Arkansas

Introduction

A number of studies indicate a need for updating and upgrading our teacher preparation programs. Robbins[1] suggests vast present and future changes in the direction of continuing and simultaneous classroom experiences. Many educational writers foresee educational changes accelerating in the next decade. New vistas have been the mainstay of American Education since the founding of the Republic, but far too frequently in a nation of abundance change was piecemeal and haphazard. Umans[2] indicates today the pace of advance exceeds that of any previous generation and educational leaders are called on to exercise two of the most difficult of all processes: decision making and change. He further notes that change can no longer be haphazard or piecemeal but active as opposed to reactive; planned and systematic not unplanned.

Morrisey[3] suggests achieving control and direction of educational changes through adjusting organizational performance to assure satisfactory accomplishment of objectives. He adjusts such performance through educational management by both objectives and results. Arends,

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[1]Glaydon D. Robbins, "New Preparation for Teachers," Educational Forum, November 1971, Volume XXXVI, Number 1, pp. 99-102.

[2]Shelley Umans, The Management of Education, New York: Doubleday and Company, 1970, p. 37.

[3]George I. Morrisey, Management by Objectives and Results, Reading, Massachusetts: Addison-Wesley, 1970, p. 136.

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Masla, and Weber[4] specify, develop and provide models for implementing instructional modules in competency based teacher education programs in systematizing planned educational change.

Part of the demands for planned and systematic change through competency based and other models grew out of the teacher surplus. However, as Kravetz[5] suggests such a surplus may be a good thing if it means rethinking our selection and training programs for teachers to bring about improvements. Many agencies external to the public schools have tooled up to provide models and to sell to the public compentency-based instruction and accountability. Although results have been inconclusive at best, as of August 1971 over 32 states had begun development of a Performance or Competency-Based Teacher Education Program to become part of state teacher certification requirements. Reports from AACTE Conference, September, 1972, indicated 14 states have already adopted some form of either Performance or Competency-Based Teacher Education.[6] Gardner[7] as many other educators, is concerned with faculties of higher educational institutions cleaning their own houses before outside agencies take over management of educational systems. Broudy writes that in education as in economics:

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[4]Robert L. Arends, John A. Masia, Wilford A. Weber, Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs, Buffalo, New York: Center for the Study of Teaching, 1971, pp. 1.1-1.2.

[5]Nathan Kravetz, "Education's New Crisis: Shortage of Jobs for Teachers," Kappa Delta Pi Record, Vol. 8, No. 4, April 1972, pp. 97-98.

[6]Jan Weaver, "Professional Alert Newsletter #1," Glassboro, New Jersey: Philosophy of Education Society, 1972.

[7]David P. Gardner, "Faculty Responsibility for Professional Ethics," Educational Record, Vol. 52, No. 4, Fall 1971, pp. 343-347.

> There is no choice whether to plan or not to plan. The question is rather who shall do the planning and to what end. The right to plan is his who has labored to acquire the knowledge and courage to look ahead and outwit the times. It is up to the educational profession to demonstrate and exercise this right.[8]

It is becoming imperative for colleges of education to move in experimental and innovative directions to better serve demands of all of their public constituencies. In moving in these directions it is equally important to weigh carefully existing programs so as to avoid the mistake of throwing the student out with the obsolesence. Change, solely for its own sake is valueless as Umans[9] notes. Further, there is always a tendency to seek simplistic answers to complex questions. NEA President, Catharine Barrett[10] indicates the NEA would fight simplistic approaches to accountability and students and teachers will no longer be victimized by a simplistic approach that has caught the public fancy. William M. Mondale,[11] Chairman of NEA's Committee on Educational Accountability, places much of the blame for the accountability crisis on the faulty belief that the nation's schools can be run like industry, by economists. He further indicated that dollars "in" and a visible and measurable product "out" are the criteria of many accountability measures being placed on schools today. These may be appropriate for an industry that produces paper clips or cans of soup but are inadequate measuring devices for determining the effects of schooling on students. Perhaps Barrett's and

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[8]Harry S. Broudy, Paradox and Promise, Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1961, p. 176.

[9]Umans, Management of Education, p. 32.

[10]"NEA Board Launches Accountability Fight," NEA Reporter, March 1973, Vol. 12, No. 2, pp. 1 and 5. See also James Van Patten, "Some Reflections on Accountability," Journal of Thought, Vol. 7, No. 2, pp. 111-124.

[11]Ibid., pp. 1 and 5.

Mondale's concerns would have been avoided had there been adequate educational planning for change prior to implementation of accountability. Such change would of necessity have to include all concerned parties in the planning process. As Frankel[12] pointed out divisiveness occurs when some people feel they are in and others out. He indicated it is this feeling that creates a division around which most other issues come to turn, and which inflates otherwise manageable problems into quarrels between two irreconcilable camps. In terms of educational planning Frankel's comments are particularly appropriate.

Planning For Change

In developing a program for balanced planned change within the College of Education, the first education course became a primary point of attack. This course was determined to be of vital import because it was an introduction to the field of professional education for students and the first systematic contact the faculty had with prospective educators.

Selected Current Literature

Our first step in updating and upgrading the first course was a survey of the current literature. Results of the survey revealed several major themes. Kachur[13] indicates classroom teachers are an untapped resource and new teachers education partnerships are

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[12]Charles Frankel, Democratic Prospect, New York: Harper and Row, 1962, p. 20.

[13]Donald S. Kachur, "Teacher Education: Negotiations and the Classroom Teacher," Kappa Delta Pi Record, Volume 8, No. 4, April 1972, pp. 103-105.

necessary involving personnel from higher education, public schools and local professional organizations. Hodgkinson[14] finds that if there is a single weak area in higher education, it is probably the curriculum of the first two years of undergraduate programs where there is a large student dropout rate, faculty not interested in these students, and a first course one everybody wants taught but no one wants to teach. Cross[15] suggests utilization of every kind and source of data to determine needed institutional responses to new student demands for relevance. Lifton[16] saw skills in self-evaluation and decision-making as vital for students to allow them to enhance personal worth through relating their experiences to the actuality of the world of work. Anastasiow[17] sees field experiences as the most necessary ingredient for any university program that attempt to prepare practioners. He further notes that universities must radically reshape their undergraduate training programs to place future teachers in the field earlier. Searles[18] finds a system of instruction must meet the challenges of adolescents reaching for self definition. Finally, Combs[19], Shane[20],

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[14]Harold L. Hodgkinson, Institutions in Transition, New York: McGraw-Hill, 1971, p. 279.

[15]K. Patricia Cross, Beyond the Open Door, San Francisco: Jossey-Bass, Inc., 1971, preface and introduction.

[16]Walter M. Lifton, Educating for Tomorrow, New York: John Wiley, 1970, p. 2.

[17]Nicholas J. Anastasiow, "Introduction," Viewpoints Schools In Crisis Models for Renewal, Vol. 48, No. 6, November 1972, p. 3.

[18]John E. Searles, A System For Instruction, Scranton, Penn.: International Textbook Co., 1967, p. 80.

[19]Arthur W. Combs, "Some Basic Concepts for Teacher Education," Journal of Teacher Education, Vol. XXIII, No. 3, Fall 1972, p. 290.

[20]Harold G. Shane, "Looking to the Future: Reassessment of Educational Issues of the 1970's," Phi Delta Kappan, Jan. 1973, p. 329.

Hountras and Anderson[21] stress the affective domain wherein students have empathy, respect and genuineness for positive views of self and others. In this sense professionals in education develop a new categorical imperative--to honor people so as to allow them to take pride in their self concept. A corollary to this is Parent, Vaughn and Wharton's[22] article suggesting more student participation and involvement in course decisions through evaluation at the beginning, middle and end of a course.

Thus, pre-professional experiences, concentration on first undergraduate courses, self concept and more student involvement in course decisions appear to be tentative directions for updating and upgrading teacher education programs.

Survey of Universities

Our second step after reviewing the literature was to send an open query (Appendix A) to 78 universities through the United States, seeking information on the role and function of the first course in admissions, course content, department where housed and any innovative techniques utilized to introduce students to the field of education. Sixty-five or over 80% of the universities responded (Appendix B and C) to the original and two follow up queries. We were not interested in detailed statistical treatment of responses but rather of informational input that would allow more appropriate development of our

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[21]Peter T. Hountras and Derwyn L. Anderson, "Counselor Conditions for Self-Exploration of College Students," Personnel and Guidance Journal, Vol. 48, No. 1, September 1969, p. 46.

[22]Elaine R. Parent, C. Edwin Vaughan and Keith Wharton, "A New Approach to Course Evaluation," Journal of Higher Education, Vol. XLII, No. 2, Feb. 1971, p. 138.

first course, therefore we did not send detailed questionnaires which we feel increased our percentage of response.

Responses to the query are summarized in Appendix C. There was a common concern for examination of teacher education programs. While there are differences in content of first education course, there appears to be a growing tendency to rethink aims, goals and objectives of the course so as to include pre-professional field experiences to provide participation and active involvement in the school setting rather than observation.

Majority of responses indicated increasing concern for using field experiences in the first course in selection procedures. A number of schools are developing new first courses for selection procedures. There are a few schools which have quota systems one of which indicated its quota was a mandate from the State Department of Education. The total results indicated differences of approach in teacher education programs were narrowing in the field experience area. There were a number of interesting sidelights such as one response indicating the first course followed the thinking of the staff member directing its development. Thus, a strong personality whose interest was in linguistic analysis, in charge of the first course stressed in all sections this thrust. A number of responses indicated the development of an Introduction to Education course with field experiences at the urging of their students. There is almost a unanimous concern with balanced planned change in the survey as well as with updating and upgrading education admissions procedure. The Grade

Point Average was a nearly universal admissions criteria but field experiences are demanded by an increasing number of universities as another important and valuable criteria for selection. The survey further indicated reorganization, task force studies, committee study of new courses and programs is very prevalent. Every attempt was made in schools instituting more restrictive admissions processes to give students opportunities to appeal rejection and reapply for admission.

Florida Atlantic University's Centers of Discovery places emphasis on evaluation of students' potential in field situations.[23] Florida State University has a Federally Funded Portal School Concept which utilizes public school human and material resources to train beginning teachers and provide a field context for assessing teacher competence.[24] Purdue University combines field experiences with micro-teaching and independent learning kits or modules of instruction as initial experiences for pupils. University of Iowa provides initial pre-professional experiences for Elementary Education majors in an urban setting. These appear to be patterns of the future.

There is a tendency to utilize the pre-professional experiences of the first course as a screening device. Although quota systems may be limited, screening serves similar ends. A number of responses indicate every attempt is made to provide access to professional education training for all those who wish to ent[illegible]

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[23]Harry A. Kersey, Jr., "Florida Atlantic University's Centers of Discovery: A New Dimension in Teacher Education," Journal of Teacher Education, Volume XXI, No. 2, Summer 1970, pp. 224-232.

[24]Norman R. Dodl, "Portal School Concept," Paper Presented to Research Council of Great City Schools, San Francisco, July 28-30, 1971.

regardless of the job market. This is based on a democratic philosophy allowing the individual an opportunity to come to a decision after realistic career information is given. In general, the survey indicated grade point average; admissions tests, and application for admission to teacher training programs together with interviews, and provision for appeal (in the event of rejection) are universally utilized criteria for screening pupils. Our exploration indicated weakness in such measures if considered in isolation from pre-professional experiences since teaching motivation, willingness to listen to students' needs, eagerness to interact in the classroom and rapport with young people were not adequately dealt with in Grade Point Averages. It would appear best to have an introduction to education include opportunities to demonstrate the later qualities which when taken with all other evidence would tend to yield better overall selection. In addition, those universities now using pre-professional experiences in the first education course indicate a self-selection process whereby students eliminate themselves after finding teaching is not what they expected. The first course then takes on a new dimension in the professional education sequence.

The Model

With this informational input together with a desire for balanced planned change, a design model was drawn up (Appendix D) to provide overall first course aims and objectives. The model was an adaptation of Ryan's Flowchart[25] as set forth by Hosford and

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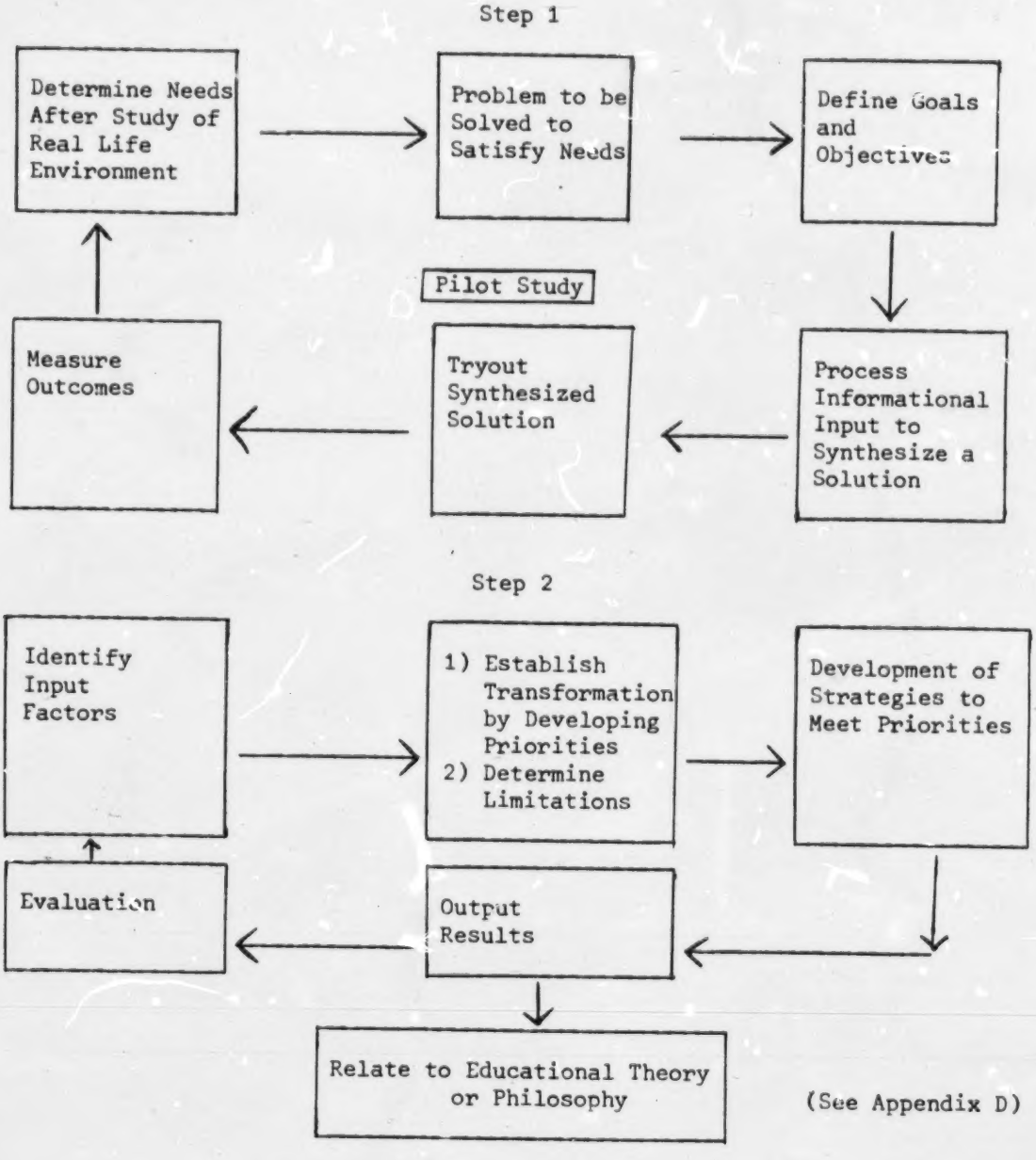
[25] T. A. Ryan, Model of Adult Basic Education in Corrections, Honolulu: Educational Research and Development Center, 1970.

Ryan[26] in their systems design study. Following is a model from which Appendix D evolved.


Step 1
Determine Needs After Study of Real Life Environment
Problem to be Solved to Satisfy Needs
Define Goals and Objectives
Process Informational Input to Synthesize a Solution
Tryout Synthesized Solution
Pilot Study
Measure Outcomes
Step 2
Identify Input Factors
1) Establish Transformation by Developing Priorities
2) Determine Limitations
Development of Strategies to Meet Priorities
Evaluation
Output Results
Relate to Educational Theory or Philosophy

(See Appendix D)

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[26]Ray E. Hosford and T. Antoinette Ryan, "Systems Design in the Development of Counseling and Guidance Programs," Personnel and Guidance Journal, Vol. 49, No. 3, November 1970, p. 224.

This model allowed the development of a first course that would serve the needs of the area. Since our College serves a rural state with few large urban centers, our model includes materials (including textbooks) to serve this need. The social, economic, cultural and political factors of the region are taken into account (Appendix F) in providing some structure within which students are to function in the public school environment. This is essential since our College is located in a small community and maintaining good relations with public schools is vital for the continuation of our program. The model further provides for continual evaluation input which permits us to withdraw students who do not seem to be able to function within the public school environment effectively. Although our model stipulates 15 hours minimum in public schools (Appendix E), we find a number of students greatly exceed this minimum.

First Course and the Students

We taught the first course on an experimental basis one semester to gain feedback as to process of classwork and field experiences. The evaluation (Appendix G) enabled us to make necessary modifications to improve the program. The students are encouraged to make minimum input beginning the first day of course when they are invited to indicate what they expect from the course--what they would like to know and how they perceive the career of education. This information is used to orient the course thrust. Students are divided into groups according to their interest area--elementary, secondary, special education, counseling, services--and encouraged to form

discussion groups concerning the topic under consideration. The topics covered in survey developed with due care and attention to preventing overlapping of course content are classrooms and schools; teachers; pupils and families; community; and programs of reform. The resources materials used in the class are designed to encourage and stimulate pupils to think for themselves and to utilize their field experiences in the classroom discussion. Periodic lectures are given on professional associations, legal aspects of teaching and the American School--its history, philosophy, and sociology. The three-hour course stresses self-evaluation of students in terms of their career expectations and also what the career expects from them. Large group sessions provide career study with professors from various areas within the College conducting the sessions. In addition, special guest speakers contribute to interest areas. A special feature of our first course is large and small group input by our placement and admissions staff. Students gain insights into present and future career opportunities and changes. Our first course is designed for and by students, with their continual input. We are continually reexamining our activities in light of student evaluation prior, during, at the end and after the course is completed. To date students have been most enthusiastic about the new program. At the end of the course students write an essay "Why I want to be A Teacher" which is used in the admission process along with all other information. The success of our course is evident in the individuals who are enthusiastic about the field experiences as well as those who find they do not wish to continue in the field. The latter saves considerable time and money both

for the institution and in terms of human resources. We feel it is absolutely essential to give students a realistic career approach as early as possible. The educational philosophy behind such a position is humanism whereby as Dewey noted "our schools will be the . . . outposts of a humane civilization . . . (and) they will . . . be supremely interesting places."[27] Our schools will be interesting, challenging and exciting as we have empathy, respect, sincerity, and genuineness in dealing with our students. Providing opportunities for students to make wise career decisions on best possible information is part of that necessary sincerity.

The Student and the Teaching Team

A teaching team made up of professional staff meets periodically prior to, during and after the course to determine how to operate more effectively. Common outlines, texts, resources materials are provided individual instructors and they are free to utilize them as they wish, to find equivalent kinds of materials which they may prefer. These team meetings provide continual input on trouble areas and allow us to respond quickly in areas of need. The teaching team comes from all departments although the course is housed in the foundations department. Every effort is made to continue to involve as many of the faculty as possible. Since different people teach the course each semester in addition to the permanent

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[27]John Dewey, "Education as Politics," The New Republic, October 1972, p. 141.

team, frequent meetings are an absolute necessity. In an effort to be of assistance to both the public schools and the teachers, teaching team members visit schools periodically. To further this visitation program each instructor's pupils were put in a small number of schools- two or three at most - to permit maximum input in each on site visit. We find this is beneficial to the teaching team since it keeps them informed and aware of realistic school problems and opportunities. To date our most successful field experiences have been in elementary schools. These schools always seem to have plenty of room and activities for our first course students. Secondary schools, however, require more structure for our program; and both students and cooperating teachers in those schools need close assistance and supervision. These schools need help in determining how to use more effectively pre-professional students; appendix F was our response to this need.

At the end of the course, teaching team members recommend students on the basis of field experiences including recommendation of cooperating teacher and classroom work.(Appendix H) These recommendations are sent to the admissions office and if a student wishes to petition for reconsideration, a teacher education committee will hear his case. We find the majority of our students are recommended and are keenly interested in doing a good field job. We are most anxious to provide realistic career information including teacher surpluses so that they can make their own career decisions.

Curriculum and the Student

The course content is designed to meet student needs for relevance. We provide in addition to career information and field experience, a series of critical incidents both from the literature and students' own experiences for class discussions. Media, team teaching, large and small group sessions, independent study for qualified students, learning kits in various fields, and guest speakers are all part of our process component. Our texts are designed for reflective thinking and student input. We are continually reexamining our resources to make sure they are up to date. The most serious concern of the teaching team is how to continue to provide class and field experiences that will make the course one of our best. This requires extensive class preparation and administration support. We feel that the first course is one of our most important and should receive continued attention and input from the total faculty. So far this concern has proven valuable and aided the teaching team in building bridges between the affective and cognitive domain. Between self-concept, decision making and informational input lie an important balance that we try to achieve so students will continue to report positively the value of the course when in their senior year.

Can We Put It All Together?

The survey of universities indicated increased concern with selection and screening processes and the role of the first field

experiences in this procedure. Career presentation and introduction to the field of education through course content are routes to meeting student demands for more relevance. Federally funded innovative programs cannot generally be duplicated because of lack of funding, so we attempted to develop an innovative program that would operate within the budget of the college and yet provide for continuing input in terms of information and staff to make it an all-college operation. A few responses to our query indicated the first course was Mickey Mouse or had poor feedback from students and thus was eliminated from the curriculum. One response indicated fooling around with one course would make little difference and that selection procedures would continue to admit some unworthy individuals and eliminate worthy candidates to the profession. But the first course is valuable, important, exciting, and a key to the whole professional experience of pupils. Rather than eliminate the course, updating and upgrading its content, aim and purpose would best serve the needs of the pupils. It is an obligation to give them the best content, teaching staff and career information available. Rather than bemoan the facts of inadequacies and injustices in admission procedures, it would be better to utilize pre-professional experiences of the first course as providing opportunities to young people for decision-making and self-evaluation rather than emphasize the screening or elimination aspects. I believe this is the route for most service to students. With student input throughout the course and emphasis on their contributions, it becomes a student-centered course in which we can

demonstrate to them college of education strengths, resources and models. Thus, with our best staff in the introduction course we can provide bridges between the attitude-cognitive domains of pupils.

Our most pressing problems are to maintain goodwill with the public school staffs and to find ever more effective ways of teaching students the importance of responsibility to the profession. A few students making assignments and appointments, then not showing up when due create problems for others. We have eliminated this problem through early identification procedures of these cases. Another pressing problem is staffing ever larger numbers of classes with limited size - 25. The team meetings are perhaps the best answer to providing training and sharing sessions with new staff. A final pressing problem is to continually monitor the team to assure there is no duplication or little duplication in content with other courses in the professional education curriculum. This is necessary to assure continued all-college support for the first course efforts.

Our survey indicated increased reexamination of current activities and initiation of new experience and simulation models in education. Balanced, planned change is vital for the livelihood of professional education. But as Uman notes:

> With educators, as with ordinary mortals, there is an aversion to change. They are willing to modify, to adjust, to supplement, to revise, but not to discard and start anew. Aside from the human tendency toward an uncritical and complacent acceptance of the status quo, there is the temptation to seek refuge in the tenure system, which insures and reinforces obsolete practices.

> However, this rocking-chair philosophy no longer rests on a very comfortable or sound basis.[28]

In the degree to which we are responsive and viable education staffs, can we move into exciting new directions with vast panoramas of opportunities as yet unseen. Our colleges of education can bemoan teacher surpluses and reduce staffs or explore new futuristic dimensions of social and individual reconstruction needs, that will require all available hands to man new posts.

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[28]Umans, The Management of Education, p. 30.

APPENDIX A

UNIVERSITY OF ARKANSAS
FAYETTEVILLE

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS

ZIP CODE 72701
PHONE 501-575-2207

May 19, 1972

Dear Dean:

We are in the midst of critically analyzing the role and function of our Introduction to Education course in the undergraduate curriculum.

We would appreciate any information you may be able to give us on how you are treating this first education course with special reference to: (1) role and function in admissions to teacher education field, (2) content of the course, (3) department or division where the course is housed, and (4) any innovative (if applicable) techniques utilized in introducing young people to the field of education.

We are most interested and anxious to hear from you and have included a stamped, self-addressed envelope for your convenience. It is our hope to utilize such material to: (1) improve our first educational course, (2) improve our selection procedures to teacher education, and (3) determine how we may best integrate pre-professional experiences into the introductory course.

We are thoroughly committed to constant reexamination of our program and would appreciate your help in this endeavor. We will be glad to share with you our findings.

Hoping to hear from you soon.

Cordially,

James J. Van Patten
244 Graduate Education Building
University of Arkansas

JJV/jc

APPENDIX B

Respondents

NORTHWEST

University of Alaska
Montana State University
University of Wyoming
Utah State University

University of Hawaii

SOUTHWEST

California State College, Long Beach
Colorado State University, Fort Collins
University of Colorado
University of Arizona
University of California, Davis
California State College, LA
Fresno State College
California State University, San Diego
California State University, Sacremento
University of Texas at Arlington
University of Denver

CENTRAL

University of Iowa
University of Kansas
Southern Illinois University, Carbondale
Illinois State University
Witchita State University
Northwestern University
University of Wisconsin, Madison
University of Missouri, Colombia
Loyola University, Chicago
Oklahoma State University
Northeastern Illinois University, Chicago
Arizona State University
University of Illinois

NORTHEAST

Ball State University
Bowling Green State University
Ohio State University
George Washington University
University of Akron
Boston University
Purdue University
University of Bridgeport
University of Connecticut
Central Michigan State
Pennsylvania State University
Michigan State University
Indiana State University
University of Maryland
University of Michigan
University of Massachusetts
University of New Hampshire
Indiana University
Ferria State College
Fordham University

SOUTHEAST

Auburn University
University of Kentucky
Florida Atlantic University
Northwestern State of Louisiana
Western Kentucky University
University of Alabama
University of Georgia
Louisiana State University, Baton Rouge
University of Tennessee
Mississippi State University
University of Mississippi
North Carolina State University
Florida State University
Georgia State University
University of Southwestern Louisiana
University of Florida

APPENDIX C

Results of Open Ended Inquiry

Auburn University August 3, 1972

1. We do not have an Introduction to Education course in the undergraduate curriculum.
2. Each department has its own orientation to Teaching Program, a plan which we begin to question.
3. (In our set up it probably belongs in the Foundations Department.)
4. A part of formal introduction to professional education which formal introduction to education courses usually include is taken care of in foundations courses and in extensive laboratory experience which we require.
5. We are currently considering the possibility of creating a three hour course which would focus on career development and background content from professional teacher education which is applicable.

Ohio State University May 26, 1972

1. This year (1971-1972) we replaced our traditional course Introduction to Education with a program "early experience in education," consisting of two courses totaling eight quarter credits. Eleven teaching areas utilize this college-wide program "as is." Four other teaching areas include one of their own field courses to give the experiences more of a substantive quality. One academic area (Science-Math Education) has organized its own program of field and climical experiences on a different basis.
2. We plan to utilize early experience as a part of the selection process.

University of Kentucky May 31, 1972

1. For the last few years our teacher education program has not had an Introductory Course.
2. Our students have started with a human growth and curriculum course in their sophomore year and then moved to a School in American Society course in the junior year.
3. At the urging of our students, we have had a committee working on the development of such an introductory course.

University of Colorado, Boulder December 8, 1972

1. We decided to eliminate the Introduction to Education course.
2. We have gone to a full-year teacher education program based on a modular approach with additional practical in-school activities.
3. Even though we have had many problems with this program, we are essentially delighted with the reception received from students, cooperating school faculty, administration and the majority of our faculty.

University of Colorado December 8, 1972
Admission to Professional Education Requirements
Secondary:

1. Grade point average of 2.50 or higher (four-point scale)

2. Experience working with youth in an institutional or quasi-institutional setting, e.g., tutoring, scout leader, church school teacher, camp advisor, etc.
3. Interview with one or more professors in the contest area in which the student desires to teach.
4. Ability to commit one full academic year to preparing to teach.
5. Because of decreasing demand and limited University resources, it has been necessary to limit number of students admitted to secondary teacher education programs.

Elementary:

1. Grade point 2.5.
2. General Education Requirements for both programs; Mathematics 3 semester hours, English 6 hours, social studies 6 hours, biology 6 hours and physical science 6 hours.
3. During the semester in which student is completing 60 semester hours (56 minimum) application should be made for teacher education.

George Washington University January 19, 1973

1. We do not have first course in professional education.
2. We have been exploring the possibilities of initiating such a course and asking that it be taken prior to formal acceptance into our teacher education program.
3. We formally accept persons into the teacher education program at the junior year.
4. We have attempted to have field related experiences with all professional education courses other than the one dealing with educational measurement.

University of Akron December 13, 1972

1. Our first course is Education In American Society taught by the Educational Foundations Department.
2. The course covers past history and recent innovations in the field of education.
3. We require a 2.0 accumulative average on a (4.0) scale in general college for admission to the College of Education.

Boston University December 11, 1972

1. We have been in a continual stage of change - we have a rather liberal offering for those students in our program.
2. The first course is The Child, School and Society in which contemporary examples will be compared with historical-philosophical antecedents.
3. Main objective of the first course will be to extend the perspective of the potential teacher from a limited personal view to a more comprehensive and professional consideration of the child, the school and the social setting in which education occurs.
4. Two hours a week are for class meetings with a third hour for observational field trips.
5. Special methods courses following the first course entail public school field experiences.

California State University, San Diego December 7, 1972

1. We do not offer an Introduction to Education Course.
2. We are thinking about such an offering entitled Introduction To Human Services.

Central Michigan University December 6, 1972

1. In secondary work we prefer to have the group requirements (Michigan requires a minimum of 12 hours each in groups: Language, Science, and Social Science for basic courses) and most of their major and minor courses before entering their professional education courses.
2. First two courses are Psychological Foundations and Social Foundations of Education.
3. Recently we have tried to update our Admission to Teacher Education Requirements.
4. We prefer to introduce students to working with youth before being admitted to Teacher Education. (Child care, scout leader, Sunday school teacher, etc.).
5. We hope this early experience will give us some basis for selection and encouragement for outstanding teacher prospects.
6. Application for professional education is to be made after 44 semester hours with a 2.3 or higher grade point average or when enrolled in semester of 54th hour; He must present evidence of at least 90 hours working with students.

Florida Atlantic University December 8, 1972

1. We do not have an Introduction to Education Course.
2. Our Center of Discovery I provides a similar function. It deals with contributions of philosophic, historical and social foundations to curriculum designs and methods of instruction. Student aid work is provided in public schools.
3. Our program is designed to blend typically-offered foundation courses with general curriculum courses.
4. Our greatest concern now is how to screen out students who are viewed by faculty as having undesirable personal qualities. Fortunately, many of the "so-called" undesirables have academic problems and drop out of the program.
5. We are drafting guidelines to extend the student aide program and to use several public schools as teaching laboratories with closer supervision of students by college faculty.
6. We are also moving toward a more performance-based program. We are already competency-based in the cognitive areas.
7. Early in the first course students are assigned to a school to begin their student-aide field work, assignments are made as nearly as possible on the basis of the student's intended area of teaching specialization and geographic preference.

University of Alaska November 28, 1972

1. Our first course in professional education is not used as a screening device.
2. We rely on the student's own choice after carefully guiding him in his decision.
3. Next year the course will be required of all education majors and at that time an attempt will be made to use the course as a more formal and precise screening instrument.
4. The course involves laboratory experiences in the public schools. Six hours of laboratory work and one hour of seminar each week comprise course content.
5. The course is designed to help prospective teachers become knowledgeable concerning the nature and mechanics of teaching; provide practical classroom experience; and serve as evaluation process of who should not be advised to continue in the field of teacher education.

Purdue University, West La Fayette January 12, 1973

1. Our first course deals with directed observation in the schools.
2. The first course is a one-credit course in which the student spends one-half day per week participating in an elementary classroom and one hour per week in lecture-discussion.
3. In addition to class time, students are expected to participate in micro-teaching one hour per week up to six weeks.
4. A series of lecture discussion sessions introduce students to programs available at Purdue and present them with practicing philosophy of the Department of Education.
5. Teaching is done by a team consisting of a professor, two graduate students with teaching experience and two undergraduates who have completed the first course.
6. Specific behavioral objectives are developed around six modules all of which are designed to acquaint students with teaching profession.
7. The retention board consists of a selected group of faculty. The faculty member who has requested a retention board does not serve on that board.
8. Students are permitted to have legal council during board meetings.

The University of Iowa May 31, 1973

1. We believe College of Education needs to look very carefully at admissions procedures to maintain an "open" academic policy as much as possible to avoid an "academic elite."
2. The Introduction to Elementary Education is a two semester hour course meeting twice a week.
3. Students are required to register for a pre-educational practicum for two semester hours. This involves being assigned to an elementary teacher in Iowa City for two half days a week to observe and become involved in the teaching act.
4. An evaluation of this experience as well as the grade earned in the Introduction Course is used in "screening" into the Teacher Education Program.

5. Admissions to professional education includes 2.20 minimum grade point average (no quota) interviews, evaluation of teaching and work experiences and ACT score. (American College Tests)
6. Successful completion of at least 55 semester hours of credit.
7. Favorable recommendations of a review committee based on applicants' total record, personal interview, and his record in pre-education practicum.

Northwestern State University of Louisiana January 5, 1973

1. Introduction to education course required of all education majors and is a prerequisite to all subsequent professional courses.
2. Each major must attain a "C" or above during second semester of their freshman year or first semester of their sophomore year.
3. The faculty of education feels this is the most important course they teach.
4. Team teaching is utilized with individualized units. One member of the team is designated coordinator and is responsible for scheduling large, small group sessions; teaching team meetings, study guides, tests, preparation of teaching materials.
5. Each member of the team is free to utilize instructional limits as they deem appropriate. The team is composed of five to seven full-time faculty members.
6. Members of both the elementary and secondary education divisions are on the teaching team staff.
7. We are continually evaluating our program.
8. Public school observation experiences are part of course requirements. These observations are to be made at elementary, secondary and middle school (junior high) level.

University of Bridgeport December 4, 1973

1. There is no first education course in our College of Education.
2. Admissions procedures are completion of 55 hours at which time an Upper Class Status form must be filled out.
3. Students must have a minimum Quality Point Ratio of 2.0.
4. Departments attempt to screen candidates for personal characteristics relating to fitness for teaching.
5. We are dissatisfied with this process and presently undertaking a study for improving our selection process.

Colorado State University, Fort Collins November 27, 1972

1. Our first course is offered as a two credit course at the sophomore level.
2. Students spend several sessions on reviewing total curriculum, courses necessary for certification, etc.
3. Some time is spent discussing job opportunities.
4. Each student is required to spend four hours a week in the public schools as a teacher aid for the last 3/4 of the session.
5. This evaluation is used in screening process for admission to teacher education program - we started using this course as entry point to teacher education but decided it would serve better as a screening process.

Southern Illinois University, Carbondale December 7, 1972

1. Our first course is Guidance 305, Educational Psychology.
2. There are other departmental first courses, but this is broader and enrolls nearly all Teacher Education Program students.
3. The course has no role in admission. We admit on basis primarily of G.P.A. although admission is sequential pending - provisional-unconditional.
4. We currently have a task force designing a program for including observation and participatory public school experience. We believe the task force report will yield significant changes in our program.

Western Kentucky University December 5, 1972

1. Our first course requires public school experience to give students an opportunity for firsthand experience and to allow for evaluation in the affective domain.
2. We believe self screening results and advisors also have an opportunity to observe affective behavior. We point to students behavior and feelings incompatible with good teaching.

Montana State University December 28, 1973

1. Our first education course is a one credit pass/fail elective course for freshmen.
2. The objective of the course is to help students become acquainted with teaching and teachers.
3. We would like to develop pre-professional experience program but facilities are inadequate.

California State College, Long Beach July 11, 1972

1. Our first course is housed in the Social Foundations Department.
2. Our freshmen work as teacher's aides and we are thinking of making the course a prerequisite to professional education.
3. Our major problem will be staffing.
4. Our philosophy is that students whether interested in secondary or elementary should go into elementary schools to study children.
5. We feel this might be a good vehicle for "self selection" or "self elimination" as an entree to teaching.

The University of Connecticut July 1, 1972

1. Our first course is not intended as one centering on teaching methodology.
2. The course is focused on application of theories, concepts and research methodologies from the various social sciences to the study of education.
3. Organization is on a modular schedule of four - weeks with one class period left in between for large group activities.

4. Field study modules are offered to students (limited to ten students per module) who think they would benefit by brief but intensive visits to a variety of schools.
5. Another module provides for inner city experiences.
6. This design is new and will provide for modifications in our program.

University of Kansas, Lawrence November 27, 1972

1. We have no first course and we attempt to provide threshold experiences in the junior year.
2. We are planning for an introduction to education course which will include student aide activities and exposure to different types of schools at different levels.

Illinois State University, Normal December 20, 1972

1. We have a self-instruction competency based guide for eight hours of training for prospective teachers.

Northwestern University, Evanston December 19, 1972

1. The Introductory Course is "Tutorial in Education Career Analysis and Definition of Resources."
2. Students engage in thorough systematic self-appraisal and a searching reexamination of his or her commitment to a career in education.
3. Students develop wide familiarity with a wide variety of formal and informal learning environments. Specific course content is left to the decision of the individual instructor.

Wichita State University December 15, 1972

1. The first course is in the Department of Secondary and Foundations and is concerned mainly with current problems and practices and some history and philosophy.
2. Laboratory work in public schools as a teacher aide is required.
3. The first course instructor submits an evaluation form and each student is admitted, provisionally admitted or denied admission.
4. The laboratory work allows students to decide at which level he or she might want to teach in and to decide whether to continue teaching at all.

University of Alabama May 25, 1972

1. We do not have an Introduction to Education Course.

University of Georgia May 24, 1972

1. We require Introduction to Education Course for all students sometime in the sophomore year.
2. Many of our students are transfers and come with credit for this course.

3. Our first course is field centered and students spend three half days a week working as a teacher-aide in public schools with a full time faculty member assigned to be in school to work with the student.
4. One day a week students participate in a human relations training program under a doctoral candidate in Counselor Education.
5. On the other day, they participate in a seminar with an Introduction to Education faculty member.
6. A "C" or better is required for this first course and for admission to Teacher Education.
7. Currently this course is the responsibility of a coordinator who has a counselor education background.
8. We permit senior level students to take an undergraduate course in Philosophy of Education. For many of our students we feel this is an appropriate alternative.
9. Rating sheets are provided cooperating teachers for evaluating teacher aides.

Pennsylvania State University June 19, 1972

1. We have an introductory course which is generally the first course in education.
2. It is Cultural Foundations dealing with historical, philosophical and sociological Introduction to Development of Educational Institutions.
3. We are reevaluating the course with a goal of integrative pre-professional experience whereby students will be able to select themselves out of teaching and others will be able to screen them on basis of observation of their potential based on pre-professional classroom experience.

Louisiana State University, Baton Rouge November 29, 1972

1. Introduction to Education open to students who have completed successfully at least 30 hours of basic work at freshman level (2.0).
2. There are no other requirements, Introduction to Education is an elective course for students from throughout the university and a required course for education majors during sophomore year.
3. Course is taught by professional staff members in the College of Education.
4. Emphasis is on profession of teaching - with focus on pre-professional observation experiences.
5. All aspects of teaching profession are explored as well as significant historical developments in early European and American education.

University of Wyoming, Laramie May 30, 1972

1. We are phasing out our Introduction Course - all individual departments are developing their own introductory courses.

University of Tennessee, Knoxville May 25, 1972

1. Our first contact with undergraduate education students is a sequence of Social Foundations. This course deals with historical, philosophical and sociological perspectives.
2. We are considering a general survey course in education.

Michigan State University, East Lansing May 23, 1972

1. The first education course is conducted through large and small group activities.
2. Task demands of teaching are taught through individualized career activities.
3. Concentration is on interpersonal skills of communication.
4. The course is pass/no-credit system.
5. Pass is achieved by meeting behavioral objectives of listening, interpretive, interactive, and self-awareness skills as well as meeting ability objectives of assessing, writing objectives and planning strategies at a specified level of competence.
6. Elementary education students are provided with experiences to aid in self selection of to be or not to be a teacher. A pre-professional experience program is provided during the freshman year.
7. The first course for elementary teachers is Exploring Teaching a three credit P/N course.
8. All elementary students must have completed this course or have similar experiences.
9. Other education areas encourage students to enroll in the first course.
10. There is a quota on admission. All applicants' credentials are reviewed by a panel in elementary and special education, family and child sciences, classroom teachers, and school administrators, applications for reconsideration may be filed.

Indiana State University, Terre Haute June 2, 1972

1. The first Introduction to Education course for elementary education provides three kinds of experiences 1) participation in an elementary school 2) working with children through a community agency 3) class sessions at regularly scheduled time on campus.
2. Student evaluation of course is utilized.

University of Wisconsin, Madison June 8, 1972

1. We have introduction to education course for elementary majors only.
2. The course is designed to provide students information that will aid in self selection.
3. The course does not have a screening component.
4. Students attend four specially designed multimedia programs, view several videotaped observations of different classroom settings and read paperbacks designed for an idea center approach to educational issues and challenges.

University of Missouri, Colombia

1. The beginning education course is required for admission to teacher education.
2. The course is operated through the Department of Counseling and Personnel Services.
3. Emphasis is on career planning. Our college has three divisions - General Division - Honors Division - and Teacher Education Division.

University of Maryland May 30, 1972

1. Our first education course is Human Learning and Development.
2. The course is the first in the professional certification sequence taking place at the junior year.
3. Students must be admitted to Teacher Education before taking the first course.
4. Our freshman and sophomore courses are field type and vary from department to department.
5. The course is designed to aid students in mastering and integrating a body of scientific data and concepts from the behavioral sciences which also assist in explaining human development and learning.
6. Students meet for lecture and discussion sessions with their instructors and spend one-half day a week in a classroom in nearby schools.
7. Critical Moments in Teaching Series is used in teaching the course.

University of Michigan, Ann Arbor June 12, 1972

1. We do not offer an Introduction to Education course.

University of Massachusetts, Amherst May 30, 1972

1. We offer an Introduction to Education course which introduces our students to a wide variety of teacher preparation programs.
2. We introduce students to a wide variety of classroom activities.

Mississippi State University June 6, 1972

1. We do not offer a course in Introduction to Education.
2. We have offered such a course and discontinued it.
3. We are planning another such course.

University of Mississippi June 2, 1972

1. Our Introduction Course is The School and The Community and is housed in the Department of Educational Administration and Foundations of Education.
2. It is staffed by a professor who serves as coordinator and three graduate instructors.
3. It is our only undergraduate course.

University of New Hampshire May 30, 1972

1. We do not have a typical Introduction to Education course and have tried to avoid such a course which so often comes out Mickey Mouse in the judgment of students.
2. We have our teacher education programs organized into blocks. Although this method is not without problems it permits us to maintain concurrent strands of instruction in theory and supervised practice in a real school setting.
3. We have little real contact with students prior to screening for admission to either of the two block programs. We collect, however, considerable data, hold lengthy interviews with students but we admit some who turn out to be loosers and deny some who would be winners.
4. We are convinced that tinkering with a single course really will not make much difference.
5. My guess is if you are just looking for ways to improve Introduction to Education it is unlikely your program is going to reflect significant change.

North Carolina State University, Raleigh May 26, 1972

1. Admission to teacher education requires 2.0 GPA or above.
2. Provisions are made for appeal in the event an applicant is not recommended by his advisor for teacher education.
3. A Teacher Education Committee consisting of members of the School of Education faculty, one graduate student and one undergraduate reviews records, interviews students if necessary and sends recommendations to the Dean who notifies applicant of his acceptance or denial.
4. Any student who averages below a 2.0 at the beginning of the professional semester is not allowed to enroll in block courses or student teaching.
5. Introduction to Education course has been modified to conclude career planning - students helped with course modification.
6. Student ratings are utilized in updating and upgrading course.
7. We feel pre-professional experiences are vital components of a teacher education program.

University of Arizona May 23, 1972

1. We do not have an Introduction to Education Course.
2. Admissions are handled through our Director of Admissions.
3. We require a GPA of 2.75.

University of Texas at Arlington June 7, 1972

1. Our beginning course for certification is junior level History and Philosophy of Education.
2. The course seeks to encourage students to develop a philosophy of education.

Fordham University November 30, 1972

1. We have reorganized our preservice teacher education program to meet and focus on needs of urban schools.

Indiana University, Bloomington June 6, 1972

1. Our first course is designed to provide basis of self selection.
2. About 30% of our students decide not to teach at the end of the course.
3. We are housed in the Department of Curriculum and Instruction but are fairly autonomous.
4. Much of our course revolves around a set of affective microteaching tasks.
5. Contract methods are used for student choice of assignments, goals and objectives.
6. The first course has two main objectives: 1) help students make a knowledgeable career choice or to reality test the choice they have made. 2) the second objective focuses on our efforts to help a student answer his/her questions about teaching and the education profession.

University of Hawaii June 13, 1972

1. The College of Education does not have an Introduction to Education course per se.
2. Freshmen and sophomores are encouraged to a Pre-Education Practicum housed under Special Studies Program.
3. The course stresses culturally disadvantaged with focus on sub-cultures of Hawaii.
4. Our admissions procedures are based on a series of criteria including CPA.

Ball State University, Muncie May 12, 1972

1. We have no Introduction to Education Course - our first course requirement is Human Growth and Development.

University of California, Davis May 24, 1972

1. We do not have a common requirement Introduction to Education.
2. There are four courses taken as electives by undergraduates - Introduction to Educational Psychology; Philosophical and Social Foundations of Education; Field Experience in Education; Tutoring Minority Children and Youth.
3. In California credential program is largely in graduate or fifth year level courses where we offer courses in Introduction to Elementary and Secondary Education.

California State College at Los Angeles May 24, 1972

1. We have no Introduction Course required of all students.

2. Our basic course will be Educational Psychology and Sociology housed in our Foundations Department and team taught.
3. Admission to professional education is based on test scores, GPA, grades in particular courses such as English, Speech, Psychology.
4. Admission is not included and it does not follow completion of any education course.
5. We have an Introduction to Education course that students may elect to take. Relatively few students take this course.

Florida State University, Tallahassee August 30, 1972

1. No general first course exists but all departments have a first course which serves as a screening function.
2. The present trend is on more emphasis on field experiences carefully designed or monitored.
3. We continue our Federally Funded Portal School Concept for elementary students wherein much work takes place in public schools.

Georgia State University December 20, 1972

1. We are in a process of changing our Introduction to Urban Education course.

University of Southwestern Louisiana December 5, 1972

1. Our first course is a two hour course taught at the freshman level with emphasis on orientation to teacher education degree programs, Louisiana teacher certification and history of education.
2. The next course in the sequence provides for pre-professional field experiences.

Loyola University of Chicago December 5, 1972

1. Our first course in education is American Education.
2. Course deals with historical development, organization and financing and administration of American Education as well as teacher education as a career.
3. The course is taught in the Foundations Department.

California State University, Sacramento November 30, 1972

1. We are currently revamping both introduction courses and our entrance into professional education criteria.

Oklahoma State University November 22, 1972

1. Our first education course is not used as part of admission to teacher education procedure.
2. The course is taught strictly as a professional education course.
3. A 2.0 GPA is required for admission to teacher education as well as English Composition; Speech Proficiency; STEP test and has sufficient maturity to exhibit normal personal adjustment.

4. Secondary education majors need 2.0 GPA overall and 2.5 GPA in the teaching field and professional education courses - Elementary majors need a 2.3 GPA overall and the same professional education GPA.
5. The outline indicates no pre-professional public school experiences.

University of Florida November 27, 1972

1. The University of Florida does not offer an Introduction to Education course.

Bowling Green State University November 28, 1972

1. We do not have a traditional education first course.
2. Certain elements usually included in such a course are in our professional foundation sequence in our senior year.
3. We are seriously reviewing this first course omission as well as general admission criteria.
4. We intend to have a field oriented career in education type course in the later part of the sophomore year.

Fresno State College November 27, 1972

1. We have elective first courses in elementary and secondary education - not now used in admission criteria.
2. About 10%-20% of our students enroll - secondary education requires teacher aide experience in public schools.
3. A 2.0 GPA is required for all work at Fresno State with a 2.5 overall college program GPA.

Northeastern Illinois University, Chicago Branch November 28, 1972

1. Educational Psychology and Philosophical and Historical Foundations of Education are required in sophomore and junior years.
2. We relate these courses to on site school experiences in informal ways.
3. We are starting a course oriented to field experiences in a structured program.

Ferris State College November 30, 1972

1. We offer courses and programs in areas of manpower needs.
2. Our Introduction Course is Principles of Secondary Education. We deal mainly with committed student transfers usually juniors or seniors.
3. The course has three divisions: history and philosophy of education; contemporary issues; and performance objectives demonstrated through micro-teaching demonstrations.
4. The course is not used in admission criteria.

Utah State University October 1972

1. We have been reexamining our whole teacher training program.
2. Quotas have been established based on supply and demand projections and placement record for the past five years.
3. The Council on Teacher Education may review quotas at any time.
4. The Council on Teacher Education in response to a mandate from the Utah Board of Higher Education to issue only 490 teaching certificates for 1973-74, will base admissions on entry, foundations and performance with a decision made at the conclusion of each phase of the teacher education program.
5. A cumulative GPA of 2.25 is required, recommendation by a major department in the teacher education program and evidence of experience in working with children.
6. Entry courses will be provided for students unsure about teaching as a career.

Arizona State University June 15, 1972

1. In process of developing a course to provide students with opportunities to engage in self assessment in conjunction with observation and participation experiences in schools as related agencies.

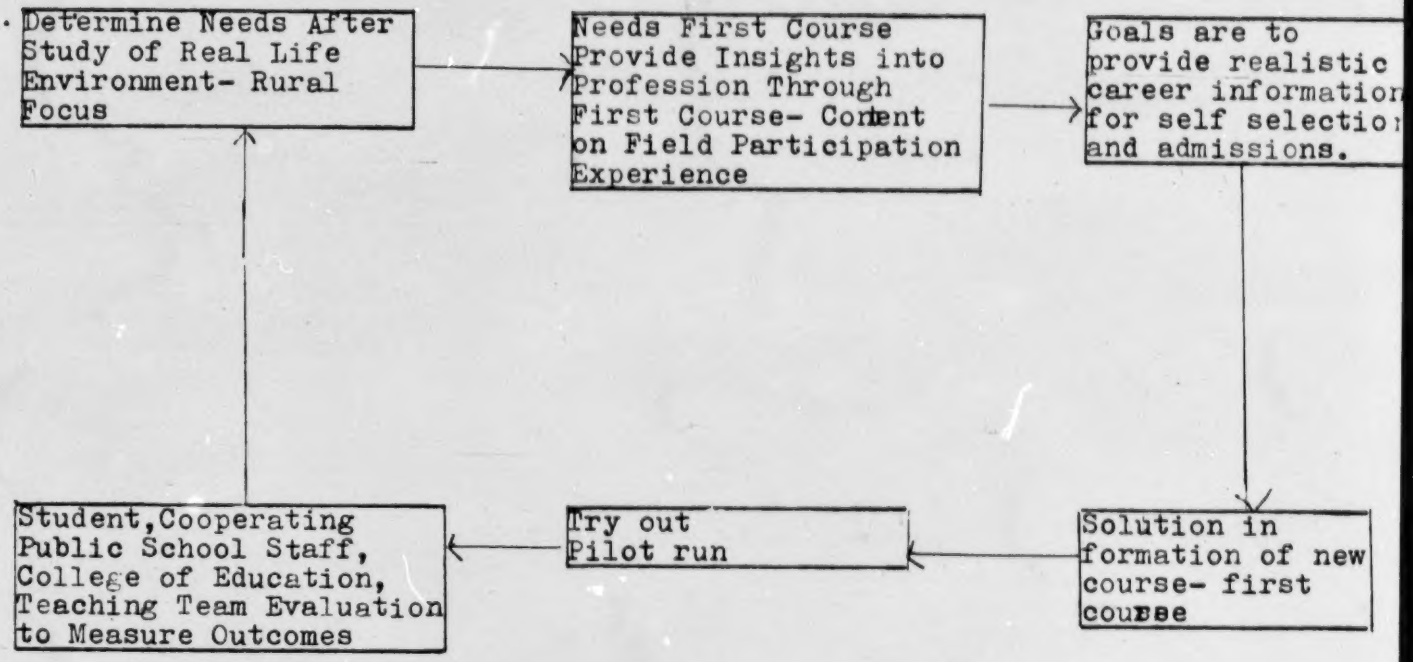
University of Illinois August 1972

1. Programs are under development for participation observation seminars in freshman year for secondary and elementary areas with particular emphasis on disadvantaged program.
2. Innovative alternate teacher education program in operation - a program of special opportunities for blacks.

University of Denver April 1972

1. Admission requirements 2.2 or higher--must be 2.5 for student teaching.
2. Application to School of Education and course work plan filed for approval with undergraduate counselor requirement for admission.
3. First course generally educational psychology during which students apply for admission.
4. Developing innovative program now for pre-professional experience during the freshman year.

APPENDIX D
Change Model


Determine Needs After Study of Real Life Environment- Rural Focus
Needs First Course Provide Insights into Profession Through First Course- Content on Field Participation Experience
Goals are to provide realistic career information for self selection and admissions.
Solution in formation of new course- first course
Try out Pilot run
Student, Cooperating Public School Staff, College of Education, Teaching Team Evaluation to Measure Outcomes

1) Present selection procedures for Teacher Education are inadequate. There is a need for more opportunity for feedback on student potential in realistic school settings.

2) Prospective teachers need to find out as early as possible if they will be capable, satisfied and motivated to function in the teaching field. It is a matter of most effective utilization of human resources.

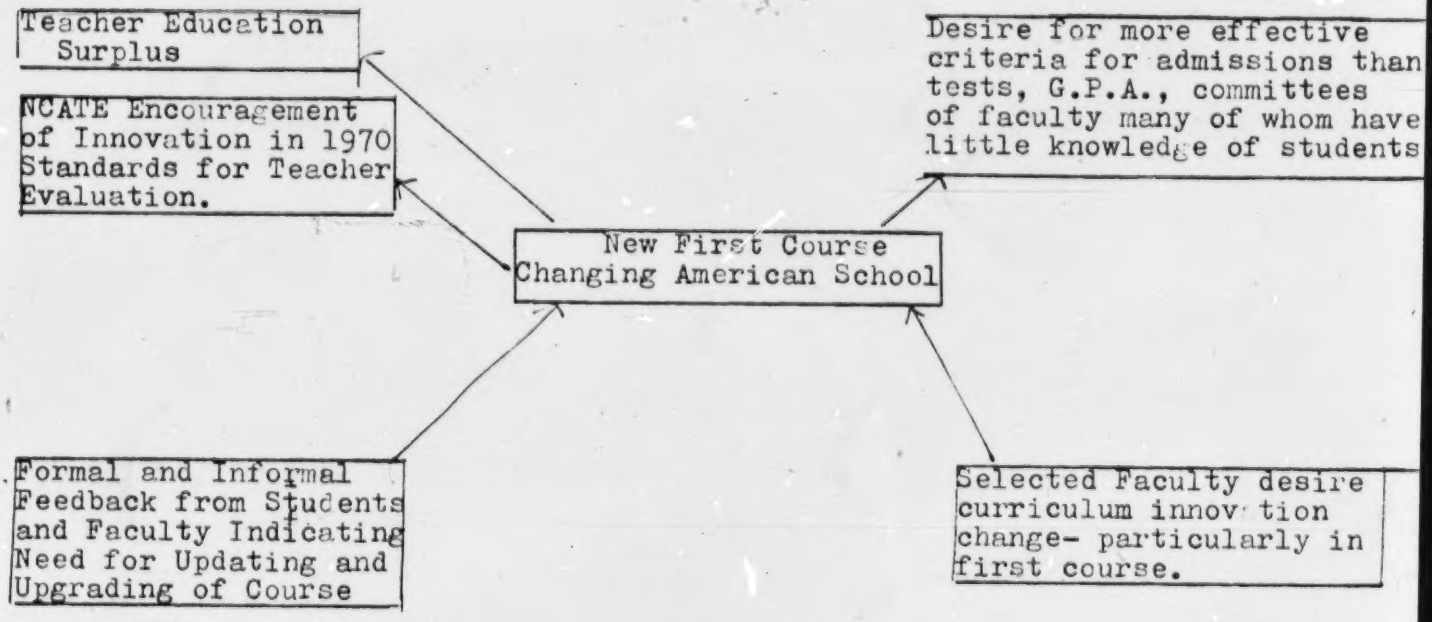
3) Pre-professional experiences can meet the needs of points one and two, if carefully planned and systematically supervised.

4) The first education course is one of the most important in the professional education program. It sets the stage for understanding the role and function of the whole program. The faculty's best professionals should have major impact at this level.

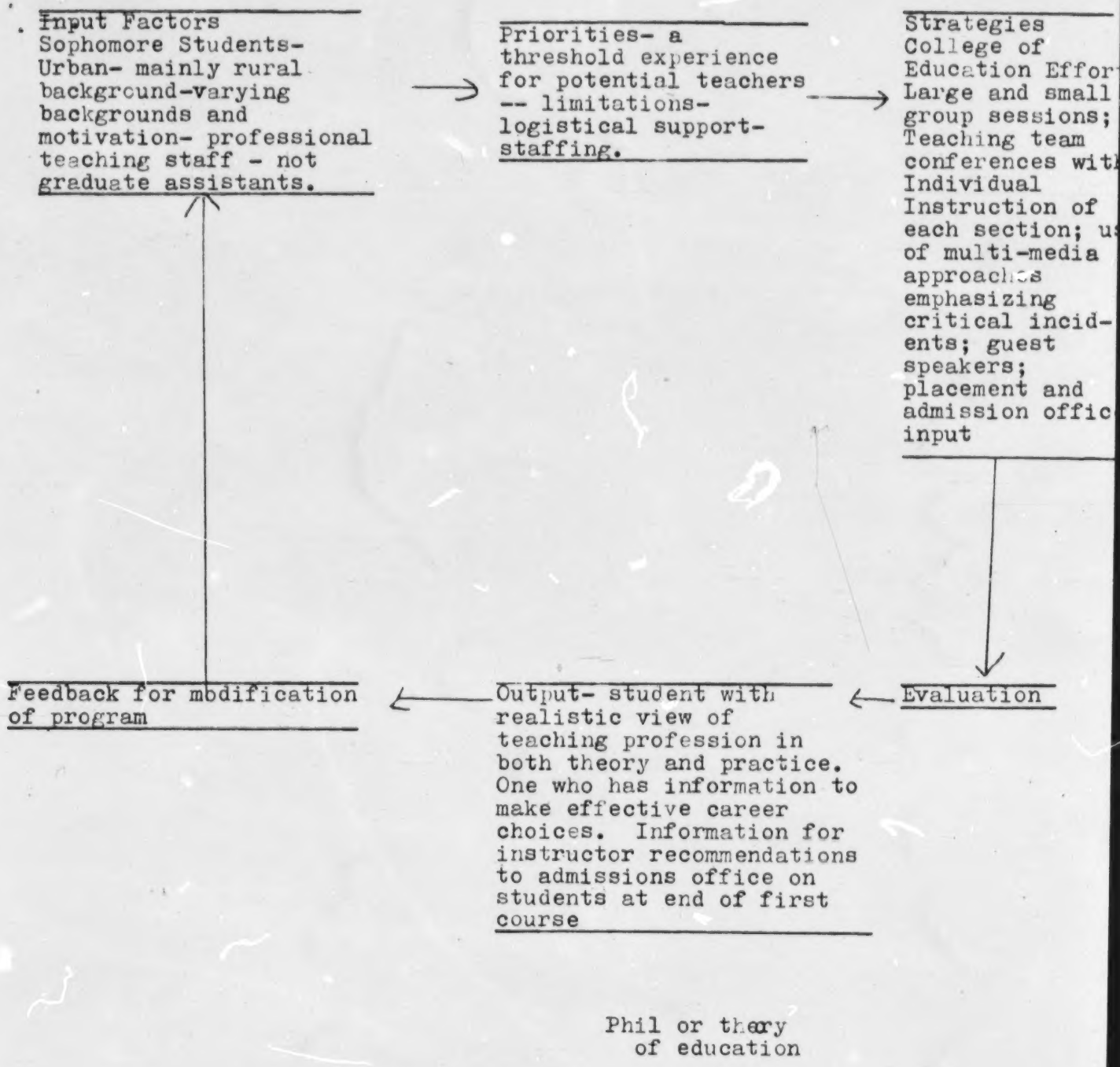
5) The first course should be first on a continuum of courses-- there should be no separation between this and sequential courses

6) Every innovation results in some degree of resistance to change forces. An effective method of dealing with these forces is to involve the total faculty (as much as feasible) in the design, planning and implementation process.

Factors In New Course Design


Teacher Education Surplus
NCATE Encouragement of Innovation in 1970 Standards for Teacher Evaluation.
Desire for more effective criteria for admissions than tests, G.P.A., committees of faculty many of whom have little knowledge of students
New First Course Changing American School
Formal and Informal Feedback from Students and Faculty Indicating Need for Updating and Upgrading of Course
Selected Faculty desire curriculum innovation change- particularly in first course.

Model


Input Factors
Sophomore Students- Urban- mainly rural background-varying backgrounds and motivation- professional teaching staff - not graduate assistants.
Priorities- a threshold experience for potential teachers -- limitations- logistical support- staffing.
Strategies
College of Education Effor
Large and small group sessions; Teaching team conferences wit
Individual Instruction of each section; u
of multi-media approach
emphasizing critical incid-
ents; guest speakers; placement and admission offic
input
Evaluation
Output- student with realistic view of teaching profession in both theory and practice. One who has information to make effective career choices. Information for instructor recommendations to admissions office on students at end of first course
Feedback for modification of program

Phil or theory of education

Appendix D

CHANGING SCHOOL

Proposal:

It is recommended that an experimental course be instituted next semester designed to serve as a model for replacing existing Introduction to Education Courses. The purpose of the course would be to update and upgrade the orientation to teaching program within the total professional education course sequence.

Specific Objectives:

1) To enable prospective teachers to gain professional educational experiences at an earlier date than is now the case. This is especially aimed at the secondary education program, but common experiences for elementary and secondary will be provided in one course.

2) To provide a common realm of experiences within the course for both elementary and secondary pupils. It is noted that at this orientation stage there is a possibility of working with basic fundamentals common to both groups.

3) To provide a model which allows for flexibility to permit modification in the light of constant provision for evaluation throughout the course.

4) To place a high priority on the relationship of theory and practice by focusing on the practical application of educational theory. Thus, the course is designed to take students to the public schools where possible and to bring public school experiences to them, through a carefully designed programmed instructional package which brings school teachers, administrators, counselors and others involved in public school work to the classroom.

5) To provide a package of learning experiences which will be mobile in the sense they may take place at school sites, within the university classroom or in field visits to innovative training locations.

6) To provide exposure through multi media techniques to innovative methods and new curriculum packages to the extent of familiarization with them and not to the extend of overlap with advanced courses in the sequence.

7) To utilize the team instructional approach wherein the total forces of the College of Education may be utilized in presenting the many faces of a teaching career. It is postulated that this will have a multiplier effect since college instructors will be forced to continually ask themselves about the role and function of the initial education course and what steps may be taken to enable it to serve both students and faculty better.

8) At the same time, radical reliance will be placed on utilizing the human resources of the pupils themselves through role playing, educational games, group dynamics, sensitivity training and systems analysis or the problem solving approach.

9) In our evolving society, it is felt the course would be inadequate if it did not deal with the challenge of working with disadvantaged pupils. Therefore, working with all types of pupils in the teaching situation will be an integral part of the course.

10) To focus on orientation to a life style that is part and parcel of the teaching profession. Here the challenge would be on creating awareness of community expectations of teachers and meeting those expectations.

Identification of Means of Obtaining Objectives:

1) Utilization of college of education staff--placement director; department heads--public school staff--administrators, teachers, counselors--where possible staff of innovative programs.

2) Since young people are prone to relate more quickly and effectively to their peer groups, it is recommended that an integral part of the course program would be visitations by student teachers in as many of the following areas as possible:

a) Those presently engaged in student teaching.
b) Those who have had professional experiences within the schools but have not yet had student teaching.
c) Those who have just completed student teaching.

3) Many high school students here in Fayetteville are highly capable and would welcome the opportunity to interact with prospective teachers. Some of these pupils are taking university work part time and are leaders in a number of community concerns such as drug abuse programs in public schools. Where feasible and possible such individuals should be included in the program.

4) Although this may not be feasible, the exploration of having distinguished guest speak to this class through special telephone connections designed to widen the parameter of student experiences through reaching professional people who normally would not have the time to come to the campus.

5) Extensive use of media staff--especially to work with film presentation and micro-teaching techniques.

6) Utilizing evaluation devices during, after the course to gain needed feedback.

Identification of Restrictions:

1) The importance of maintaining good public relations with public schools through:

a) Careful supervision of visiting students.
b) Through spacing observations, practical work experiences so the public school personnel would not feel threatened or inundated by visiting students and so it would not interfere with the vital role and function of student teaching.

2) Careful organization and planning of the course to allow for backup activities when scheduled programs cannot take place. Probably there will be a number of instances when university and public school staff cannot keep their appointments, through illness or other events.

3) The most limiting factor will be time. Much planning will have to be made to ensure smooth functioning of both classroom and laboratory experience.

Evaluation:

Measurement will be based where possible on behavioral objectives designed to view pupil's understanding of the what, why and how of teaching. In this overview the profession, community service and expectations and educational aims, purposes and goals will be within specific behavioral or instructional objectives. These objectives will enable the class to be lively and pupil oriented. Discussion, inquiry as long as it is disciplined, group dynamics, all will help to make it a pupil centered course. The material and work will be so arranged that if it should prove unfeasible or impractical to make school visitations a component part of the course, the public school experiences will be integrated into the class through bringing professional educational people, student teachers, community workers and high school students into the classroom.

Bibliography:

Since the course is concerned with the behavior change process in that this is what teaching is all about for pupils and professionals, I recommend the adoption of the Behavior Change Process by Oscar G. Mink. This very small paperback takes pupils through pre-tests--post tests as well as the total process of change which Dewey suggested was the only reality. If we accept this basic assumption then a central focus of the orientation course would be on the school as changing within the society to become ever more responsive to the needs of those whom it must of necessity serve and for whom it exists.

Produce Sequence

Input

Generally high school graduates with little knowledge of total functioning of the school in society.

Pupils with unclear career goals.

Possible products of traditional educational instruction and content or curriculum.

Part of the generation of change in social aims purposes and expectations. Might seek greater and more positive parts of Teaching-Learning Action; Might demand more of their instructional and orientation programs.

*
*
****************** -- Feedback

Plan of Attack

Carefully elucidated behavioral objectives (instructional objectives)

Pre-Assessment

Multi-media; team approach; (with built in multiplier effect--staff and pupils build communication bridges)

Evaluation

(A number of instruments are being considered)

*
*
*
*
*
*
*

A greater awareness of the complexities, challenges and opportunities in educational careers. A positive orientation toward education courses and their role in professional training.

Output

An earlier initiation into professional school experiences.

Therefore, a better teacher with more knowledge of the school and society.

A pupil who can make more valid career choices, because of this earlier laboratory experience.

Instructor's Role

Facilitator of an environment conducive to pupil activity, involvement, and orientation.

A listener-not a teller, sharing information-not imparting same.

A reactor to positive and negative feedback to facilitateppositive reinforcement of the former.

A modifier of programs in face of information gleened from evaluation.

One who has a flexible approach to an innovative, experimental program.

One who seeks to provide the environment for free open problem solving and communication.

Basement of the System
Foundation of System

Behavioral Objectives-As Guide to Instruction

APPENDIX E

UNIVERSITY OF ARKANSAS
COLLEGE OF EDUCATION

Summary Report: Student Participation In Public School Activities
Introduction to Education--Elementary Education

Student:_____ School:_____

Cooperating Teacher:_____

Schedule:

Date	Time in	Time out	Hours	Activities

Total hours:_____(minimum 15)

Comments:

Date:_____ Signed:_____
(Cooperating teacher)

APPENDIX F

Changing American School in 2003

This course has evolved from a long investigation into needs and interests both of students entering the field of professional education, and the public schools in which they will work. Our research indicates that both students and public school staffs want pre-professional experiences as early as possible in the college curriculum. The reasons for this concern with early public school experience are essentially; (1) To allow students to learn as much as possible at the earliest possible time about the career of teaching and allied services. This will enable pupils to make more effective career decisions and allow them to pursue other fields in their college work, if they should decide teaching does not meet their career expectations. (2) To give pupils a realistic view of the assets and liabilities of the field of teaching and allied services. (3) To provide a basis for understanding both the challenges and opportunities that confront public schools. These concerns will be explored in our class sessions through a wide variety of methods ranging from small to large group discussions, lectures, guest presentations, films, and other media forms. (4) To provide a basis for understanding the course text through student observation and discussion of critical incidents in the school setting.

In order for you to have the most value and enjoyment from this course it will be beneficial to start thinking about things to ask in a systematic way when your school visits start. The results of your school participation and involvement with class discussions and text study will provide a route to relate theory to ongoing practice in education.

We have a large number of students in this program and it is absolutely essential to maintain the best possible relationship with our public school cooperating teachers and administrators. It is our responsibility to be as helpful as we can in the ongoing school programs. One of the best ways we can do this is to let our cooperating teachers and/or administrators know when we can be able to visit the schools and call in if we cannot keep the appointment. Please do not criticize school facilities or staff since your course work will enable you to understand the complexities of public school operation more fully. Therefore, reserve your comments to our class discussions. Try to keep up with your visitation program--don't let it bunch up in a short period. A cooperative, helpful approach will be most valuable in getting maximum mileage from your pre-professional experiences.

The public school administrators and cooperating teachers have worked diligently to provide you with the kind of experiences that will allow you to make intelligent career decisions. Your cooperation with them is vital to the continued usefulness of our program.

APPENDIX F

Changing American School in 2003

This course has evolved from a long investigation into needs and interests both of students entering the field of professional education, and the public schools in which they will work. Our research indicates that both students and public school staffs want pre-professional experiences as early as possible in the college curriculum. The reasons for this concern with early public school experience are essentially; (1) To allow students to learn as much as possible at the earliest possible time about the career of teaching and allied services. This will enable pupils to make more effective career decisions and allow them to pursue other fields in their college work, if they should decide teaching does not meet their career expectations. (2) To give pupils a realistic view of the assets and liabilities of the field of teaching and allied services. (3) To provide a basis for understanding both the challenges and opportunities that confront public schools. These concerns will be explored in our class sessions through a wide variety of methods ranging from small to large group discussions, lectures, guest presentations, films, and other media forms. (4) To provide a basis for understanding the course text through student observation and discussion of critical incidents in the school setting.

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APPENDIX F

UNIVERSITY OF ARKANSAS
COLLEGE OF EDUCATION

EDFD 2003 THE CHANGING AMERICAN SCHOOL

The introduction to education course has been modified after extensive research to include pre-professional experience. A nationwide study was conducted which indicated increasing interest in giving potential and prospective teachers an opportunity to analyze their career expectations in light of on-site school experiences. Through these experiences they can gain an awareness of the professions' expectations of them.

In most instances where pre-professional experiences have been initiated, teachers have found a new opportunity to aid in upgrading and updating the admission processes. Further, teachers have found with proper utilization of students, that they have new human resources which they can draw on for a multitude of activities. The pupils in the first education courses on the whole have proven most anxious and willing to participate in classroom activities. They have been given opportunities to work as aids in the classroom routine activities, often in extra curricular programs - classroom bulletin or blackboard work - resource persons for selected activities and even limited teaching when deemed feasible and appropriate.

Student Participation

The student participants in the program will be sophomores enrolled in the Changing American School course. They will have had little or no background in education. The students will be assigned to teachers cooperating in the program by the Director of Field Experiences in cooperation with the elementary and secondary education coordinators of the public school. Students will not be assigned to area of academic interest. The purpose of this program is to have students become acquainted with the American school. We feel this can best be accomplished by minimizing observation of a special academic area and emphasizing classroom atmosphere, educational process and pupil--teacher interaction.

The students will be required to participate in a minimum of 15 hours of school activities under the supervision of an assigned classroom teacher. It is assumed that these classroom experiences will aid the student in becoming acquainted with the teaching profession and will also be of value for classroom discussion purposes.

Teacher Participation

Teachers desiring to participate in the program need to be interested in professional education and have a desire to work with college students. Preferably all school personnel desiring to participate will be full time employees and have a minimum of one year of successful teaching experience in this district.

Participants will be considered upon the recommendation of the building principal from staff members that have volunteered for the program.

The following list of responsibilities are considered necessary for a consistant program of procedure and varied activities for participating students:

Meet with student to determine by mutual consent the specific days and times for the assignment (15 hours per semester minimum). Experience has indicated that blocks of time, two to three hours, is better than one hour per day. The assignments should be completed by the end of the ninth week of the university semester.

Discuss the initial responsibilities and identify activities you plan to have the student participate in.

Make arrangements for two or three discussion sessions for the student to ask questions and evaluate his participation.

Record the hours and types of activities the student engages in during the assignment on the form provided by the student. He is responsible for turning this form in to his university instructor.

Notify the building principal of any deviations from acceptable standards as identified in the complaint form.

The student must not be assigned any classroom instructional responsibilities. He is not professionally qualified at this time. However, he may be assigned to work with individual students or small groups if you feel he can contribute to the classroom situation.

The student may be assigned any activities that could be handled by a non-professional aide.

Attempt to keep the student busy with a variety of activities, not locking on one job or chore over an extended period of time.

Encourage questions and discussion about the teaching profession and classroom activities.

Teachers wishing to participate will notify the building principal. He will return the recommended list to the coordinator. Assignments are made as soon after the beginning of the university semester as class rosters are available.

Summary reports of student experiences are returned by the student to his university instructor. These reports will be used to verify the time spent by each student. Participation by students is a course requirement and successful participation will indicate potential students for consideration in our teacher education program.

EDFD 2003 THE CHANGING SCHOOL

Activities for participants in the pre-student teaching program are almost unlimited. Except for the restriction of actual classroom teaching situations these students can be provided opportunities in many situations that can be of value in understanding the scope of the learning environment. The following list are merely suggestions that have been used. Some are more appropriate for elementary classrooms, others only for secondary. As you identify other activities and note their success please pass on this information to others.

1. Observation of classroom. Specific objectives would be of most value. Plan the situation with the student. What to look for, pupil reaction, room atmosphere, etc.

2. Running of copy material, helping prepare teaching materials, locating research materials.

3. Correcting papers, reading pupil made materials.

4. One to one student contacts, small group participation, case studies.

5. Visitation in other classrooms, offices, library, etc.

6. Working with pupils on bulletin boards, displays, models, etc.

7. Have conference with counselor, principal, janitor, etc.

8. Have coffee with teacher in faculty lounge and meet other teachers.

9. File and store teaching materials.

10. Assist in supervision of extra curricular activities, playground, etc.

11. Assist students in library assignments.

12. Help students with non-instructional activities.

13. Interview a student or students on assigned topic.

14. Help clean or re-organize room or equipment after a learning activity.

15. Assist in setting up and operating AV equipment.

16. Discuss with teacher any and all topics of educational value that student may have interest in and question about.

Appendix G

Student Report on Classroom Teaching

Scale

Superior . . . . . 5 Points
Excellent . . . . . 4 Points
Good . . . . . 3 Points
Fair . . . . . 2 Points
Poor . . . . . 1 Point

Course - Changing School Instructor - Van Patten

1. What is the level of the instructor's command on his subject? ___1-5 (1)
2. General classroom attitude and appearance? ___1-5 (2)
3. How effective is he in clearly getting across difficult ideas? __1-5 (3)
4. How stimulating does he make the material? ___1-5 (4)
5. How much personal interest does he take in students? ___1-5 (5)
6. How efficient is he in the use of alloted time? ___1-5 (6)
7. From day to day how well is he prepared for his lectures or his discussion? ___1-5 (7)
8. How available does he seem to be for extra personal help? ___1-5 (8)
9. How fair do you consider his grading level? ___1-5 (9)
10. How much does he encourage original thought by students? ___1-5 (10)
11. How would you rate your instructor in general teaching ability? ___1-5 (11)
12. What personal qualities or teaching skills of the instructor contributed to the success of this course?
13. What personal qualities or teaching practices of the instructor hinder the success of this course?
14. Add any other comments you may wish to make.
15. Has the instructor been too lenient or severe in conduct of the class?
16. What are teacher responsibilities? What are pupil responsibilities?

APPENDIX H

UNIVERSITY OF ARKANSAS
EDUCATION ADMISSION SERVICES

ADVISOR OPINIONNAIRE FOR ADMISSION TO TEACHER EDUCATION

Will you indicate your opinion of the student's probable success in teacher education by checking the appropriate space on this form.

Program Area_____ Advisor _____

NAME	RECOMMENDED	RESERVATIONS	NOT REC.	REMARKS

UNIVERSITY OF ARKANSAS
EDUCATION ADMISSION SERVICES

ADVISOR OPINIONNAIRE FOR ADMISSION TO TEACHER EDUCATION

APPENDIX H

Will you indicate your opinion of the student's probable success in teacher education by checking the appropriate space on this form.

Program Area_____ Advisor _____

NAME	RECOMMENDED	RESERVATIONS	NOT REC.	REMARKS

EAS FORM 001
5/72

APPENDIX H

UNIVERSITY OF ARKANSAS
EDUCATION ADMISSION SERVICES

TEACHER EDUCATION REGISTRATION AND ADVISOR ASSIGNMENT

Students enrolled in the University who expected to be recommended for State Board of Education teaching certificates by the University must be registered in the Office of Education Admission Services. This form is for use by deans of degree granting colleges in registering students in the Teacher Education Program and assigning them to Teacher Education Advisors. ADMISSION TO THE PROGRAM IS SUBJECT TO REVIEW AND APPROVAL OF THE ADMISSION TO TEACHER EDUCATION COMMITTEE.

1. _____ Name of Student
2. _____ Date Registered
3. _____ Mailing Address
4. _____ Telephone Number
5. _____ Teaching Certificate Desired
6. _____ College Advisor
7. _____ College Major
8. _____ Teacher Education Advisor
9. _____ Dean's Signature

R E A D C A R E F U L L Y

The student must secure EAS Form 002, Application for Admission-Teacher Education Program, from the office of Education Admission Services. The form must be completed and returned to the office, upon completion of the following Admission requirements:

1. Passed General Psychology.
2. Overall grade point average of 2.00.
3. A grade of "C" or better in the first Professional Education Course, Ed. Fd. 1102 or 2003.
4. Recommendation of Instructor of first Professional Education Course.
5. Recommendation of advisor.
6. Passed English 1013 and 1023 or awarded credit by examination.
7. Passed Speech 1302, or passed proficiency exam.

Distribution:

1. Education Admission Services
2. Dean's Office
3. Advisor

EAS FORM 002
5/72

UNIVERSITY OF ARKANSAS
EDUCATION ADMISSION SERVICES

APPLICATION FOR ADMISSION - TEACHER EDUCATION PROGRAM

Students enrolled in the University who expect to be recommended for teaching certificates by the University must be admitted to the University Teacher Education Program. Admission is contingent upon committee action. THE FORM MUST BE COMPLETED BY THE STUDENT AND RETURNED TO THE OFFICE OF EDUCATION ADMISSION SERVICES UPON COMPLETION OF ADMISSION REQUIREMENTS. (Please type or print with ink.)

1. _____ Name of Student
2. _____ Date of Application
3. _____ I. D. No.
4. _____ Mailing Address
5. _____ Telephone No.
6. Fresh. Soph. Jr. Sr. Grad. Classification (Circle One)
7. _____ College of Present Enrollment
8. _____ Approval of College Advisor (Signature)
9. _____ Teaching Certificate Desired (Major)
10. _____ Approval of Teacher Education Advisor
11. _____ Grade Point Avg.
12. _____ Total College Hrs.
13. Grade in Psychology 2003 _____
14. Grade in First Professional Education Course _____
15. Grade in Speech 1302 ____ or Speech Proficiency Exam _____
16. Grade in English 1013 and 1023 _____ or Proficiency Exam _____
17. Attach a copy of complete transcripts.
18. On one sheet of paper, type or write in ink a brief essay emphasizing the reason you want to teach, and experiences which will contribute to your effectiveness as a teacher. (May have been submitted in Ed. Fd. 1102 or 2003).

NOTE: THE STUDENT MUST FILE A STUDENT CHANGE FORM WITH DEGREE RECOMMENDING COLLEGE WITH EACH CHANGE IN ITEM NUMBERS 1, 4, 5, 7 & 9 OF THE ABOVE.

FOR EDUCATION ADMISSION SERVICES USE ONLY:

Instructor of First Professional Education Course _____

SCAT Score (or comparable standardized test
Verb. _____ Quan. _____ Total _____
Math: M. Exp. _____ Alg. _____ Trig. _____

Reservations _____
Recommended _____
Not Recommended _____

Coop. Engl.: Voc. ____ Level _____
Speed _____ Total _____
Other Test Data _____

FOR COMMITTEE USE ONLY:

Admission Committee _____ Date
Approval ____
Conference ____
_____ Committee Chairman's Signature

Student Conference _____ Date
Approved ____
Withdrew ____
Referred ____
_____ Committee Chairman's Signature

Appeal Board Action _____ Date
Approved ____
Not Approved ____
_____ Board Chairman's Signature

EAS FORM 003
5/72

UNIVERSITY OF ARKANSAS
EDUCATION ADMISSION SERVICES

CHANGE OF STATUS

Students enrolled in the University who expect to be recommended for State Board of Education teaching certificates by the University must be registered in the Teacher Education Program. Deans of Colleges in the University should use this change of status form to record any changes for students registered in the Program.

1. _____ (Name of Student) 2. _____ (Present Major) 3. _____ (Present Advisor)

4. _____ (College in which now enrolled) 5. _____ (Degree Expected) 6. _____ (Probable Date)

7. Effective this date _____, the changes shown below have been made:
(Check the items and fill in the spaces where pertinent.)

( ) a. Transferred to a different major

_____ (Name of major to which transferred) _____ (New Advisor)

( ) b. Transferred to another college in the University

_____ (College to which transferred) _____ (Degree Expected) _____ (Probable Date)

( ) c. Withdrawn from Teacher Education Program: Reason:

( ) d. Withdrawn from the University

( ) e. Had a name change _____ (Previous Name) _____ (Present Name)

( ) f. Changed Telephone Number _____ (Previous Number) _____ (New Number)

( ) g. Changed Advisors _____ (Present Advisor) _____ (New Advisor)

( ) h. _____ (Other action not described above)

8. _____ (Dean's Signature) 9. _____ (College) 10. _____ (Date)

Distribution:

1. Education Admission Services
2. Dean's Office
3. Advisor